

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
LONG BEACH UNIFIED SCHOOL DISTRICT	Dr. Jill Baker, Superintendent of Schools	jbaker@lbschools.net / 562.997.8242

Goals and Actions

Goal

Goal #	Description
1	Students will receive basic services that are fundamental to academic success, including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M1.1 Rate of compliance with the teacher credential and assignment requirements. (School Accountability Report Cards)	99.3% compliance with the teacher credential requirements. 100% compliance with the teacher assignment requirements. (2020-21) changed from 2021-22	99.6% compliance with the teacher credential requirements. 100% compliance with the teacher assignment requirements (2021-22).	99.5% compliance with the teacher credential requirements. 100% compliance with the teacher assignment requirements (2022-23).	95% compliance with the teacher credential requirements. 98% compliance with the teacher assignment requirements (2023-24)	100% compliance with the teacher credential requirements. 100% compliance with the teacher assignment requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M1.2 Rate of compliance with the instructional materials requirements. (Resolution on the Sufficiency of Textbooks)	100% compliance with the instructional materials requirements. (2020-21) changed from 2021-22	100% compliance with the instructional materials requirements. The following is excerpted from LBUSD Board of Education Resolution 102021-A: Sufficient textbooks and instructional materials were provided to each student, including English learners, which are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks .	100% compliance with the instructional materials requirements, as noted in Board of Education Resolution 101922-B.	100% compliance with the instructional materials requirements, as noted in Board of Education Resolution 101823-A (2023)	100% compliance with the instructional materials requirements.
M1.3 Percentage of schools in “good” or “exemplary” repair. (Facility Inspection Tool)	100% of schools in “good” or “exemplary” repair. (2020-21) changed from 2021-22	99% of schools in “good” or “exemplary” repair. 82 of 83 schools according to the 2021 Facility Inspection Reports	99% of schools in “good” or “exemplary” repair. 86 of 87 facilities according to the 2022 Facility Inspection Reports (Butler & Bancroft under construction and not rated)	98% of schools (86 of 88) were rated as “good” or “exemplary” repair, according to the 2023 Facility Inspection Reports. (1 site was “Under Construction” and 1 site was “Fair”.	100% of schools in “good” or “exemplary” repair.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

1.1: Assistance to Teachers: No substantive differences in planned actions and actual implementation.

1.2: Technology Infrastructure and Support Services: District utilized other one-time resources to purchase technology.

1.3: Plant/Maintenance Services (Base): Planned facility improvement projects are being pursued through the LCAP, including various routine restricted maintenance.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.1: Assistance to Teachers: Increases costs were due to negotiated raise and increased in leadership development and program materials/services

1.2: Technology Infrastructure and Support Services: Expenditures in this action were significantly lower than budgeted in that additional technology purchases were authorized in other one-time resources.

1.3: Plant/Maintenance Services (Base): Reduced costs due to vacancies and unfinished/moved maintenance projects.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1 provided the addition of curriculum specialists who brought a high degree of instructional expertise directly to schools, whereby coaching and professional development were enhanced as a result. The results of the actions translated into better instructional practices in the classroom, including focused differentiation strategies and other best practices for instruction of English Learners. Also included within this goal was the BTSA program which provides highly individualized training to the newest in the profession, where each new teacher receives a personalized coaching plan with observations and feedback that enhance a new teacher's repertoire in classroom instruction. This action also ensured that teachers were working on receiving their full/clear credential which relates to the Metric M1.1. Overall, LBUSD found this renewed emphasis on Quality Core Instruction (QCI) promising. And, the specialists and others who work with teachers are integral in ensuring all classrooms are immersed in quality core instruction. Formative data at this point is also promising and LBUSD finds the QCI work effective.

M1.2 (Access to Curriculum) continues to be at 100% compliance and LBUSD finds the Actions are effective.

As shown in M1.3, all but one of the 83 campuses was rated as "good" or "exemplary" repair. The plant maintenance schedules (Action 1.3) are integral to provide timely and ongoing maintenance of building and grounds, which directly impacts Metric M1.3. With such a high rate of facilities in good/exemplary repair, we find the actions effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In the 2024-25 LCAP, these actions are organized slightly differently. They are in Goal 8- Transformative Change. The actions are more discrete thus highlighting the work in a better way. Specifically, Action 1.1- Assistance to Teachers in 2023-24 has split into 8.2 Curriculum Coaches, 8.3 PD and 8.4 National Teacher Certification. We feel that we can report success and hold ourselves more accountable by splitting this action, especially with the emphasis on Quality Core Instruction, as supported by Professional Development (8.3). Action 1.3 (2024) remains the same, now as Action 8.1 (2025)

The three metrics of the 2023-24 LCAP remain in the 2024-25 LCAP as 8.1, 8.2, and 8.3. We have added a metric to align to the Strategic Plan to ensure that the district staff represents the diverse community that we serve (M8.4).

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
2	Schools will be safe, inviting, engaging, and supportive places for students, parents, and staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M2.1 Percentage of favorable responses in the Social-Emotional Learning Survey (Relationship Skills) (CORE Survey)	73% favorable responses in the Social-Emotional Learning Survey. (2020-21)	2021-22 Results: 77% favorable responses in the Social-Emotional Learning Survey.	2022-23 Results: 75% favorable responses in the Social-Emotional Learning Survey (Relationship Skills).	2022-23 Results: 73% favorable responses in the Social-Emotional Learning Survey (Relationship Skills).	79% favorable responses in the Social-Emotional Learning Survey.
M2.2 Percentage of favorable responses in the School Culture and Climate Survey (Climate for Academic Learning). (CORE Survey)	Percentage of favorable responses in the School Culture and Climate Survey. • 81% Students • 94% Parents • 94% Staff (2020-21)	2021-22 Results: Percentage of favorable responses in the School Culture and Climate Survey. • 78% Students • 93% Parents • 90% Staff	2022-23 Results: Percentage of favorable responses in the School Culture and Climate Survey. • 74% Students • 93% Parents • <i>Staff was not surveyed in 2022-23</i>	2024-24 Results: Percentage of favorable responses in the School Culture and Climate Survey. • 75% Students • 92 % Parents • <i>Staff was not surveyed in 2023-24</i>	Percentage of favorable responses in the School Culture and Climate Survey. • 87% Students • 99% Parents • 99% Staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M2.3 Percentage of favorable responses in the Sense of Belonging (School Connectedness) Survey (CORE Survey)	Percentage of favorable responses in the School Culture and Climate Survey. • 65% Students • 93% Parents • 81% Staff (2020-21)	2021-22 Results: Percentage of favorable responses in the Sense of Belonging (School Connectedness) Survey • 63% Students • 91% Parents • 75% Staff	2022-23 Results: Percentage of favorable responses in the Sense of Belonging (School Connectedness) Survey • 57% Students • 91% Parents • <i>Staff was not surveyed in 2022-23.</i>	2023-24 Results: Percentage of favorable responses in the Sense of Belonging (School Connectedness) Survey • 56% Students • 92% Parents • <i>Staff was not surveyed in 2023-24</i>	Percentage of favorable responses in the School Culture and Climate Survey. • 71% Students • 99% Parents • 87% Staff
M2.4 Percentage of favorable responses: Safety (School Connectedness) Survey (CORE Survey)	Percentage of favorable responses: Safety • 76% Students • 93% Parents • 82% Staff (2019-20)	Percentage of favorable responses: Safety • 76% Students • 82% Parents • 93% Staff (2021-22)	2022-23 Results: Percentage of favorable responses : Safety • 62% Students • 90% Parents • <i>Staff was not surveyed in 2022-23.</i>	2023-24 Results: Percentage of favorable responses : Safety • 63% Students • 89% Parents • <i>Staff was not surveyed in 2023-24</i>	Percentage of favorable responses : Safety. • 82% Students • 99% Parents • 88% Staff
M2.5 Percentage of parents who express satisfaction with their opportunities to participate in school decision-making processes and programs. (CORE Survey)	94% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs. (2019-20)	90% of parents responded favorably in answering “I feel welcome to participate at this school” (2021-22)	92% of parents responded favorably in answering “I feel welcome to participate at this school” (2022-23)	93% of parents responded favorably in answering “I feel welcome to participate at this school” (2023-24)	100% of parents express satisfaction with their opportunities to participate in school decision-making processes and programs.
M2.6 Average number of views for each Parent University online workshop in English, Spanish, and Khmer. (District Data)	946.7 average views for each Parent University online workshop in English, Spanish, and Khmer. (2020-21)	1,769 average views for each Parent University online workshop in English, Spanish, and Khmer. (Aug 28, 2021 - Feb 8, 2022 (21,229 views total)	871.8 average views for each Parent University online workshop in English, Spanish, and Khmer (Oct 26, 2022 - Mar. 23, 2023)	1,357 average views for each Parent University online workshop in English, Spanish, and Khmer.	1,000 average views for each Parent University online workshop in English, Spanish, and Khmer.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 2.1- Community and Ancillary Services (Base): The action showed a reduction in community use permits.
- 2.2- Community and Ancillary Services (Supplemental/ Concentration): No substantive differences in planned actions and actual implementation. In 2023-24,there was efforts to build adult-student connections which produced increased student agency and voice.
- 2.3- Parent Engagement / Outreach: This action was implemented as planned. Parent University added new workshops for parents, as well as added contracts to bring cohorts of schools together for training in how to engage parents through parents.
- 2.4- Restorative Justice: No substantive differences in planned actions and actual implementation. Middle schools continued purposeful training for restorative justice in 2023-24.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 2.1- Community and Ancillary Services (Base): Reduced costs due to vacancies and a reduction in issuing community permits and Kid's Club funding were moved to ELOP.
- 2.2- Community and Ancillary Services (Supplemental/ Concentration): There was no substantial difference between the budget and expenses in this action.
- 2.3- Parent Engagement / Outreach: There was a reduction in costs was due to vacancies and not filling the Chief Communication Engagement Officer position.
- 2.4- Restorative Justice: There was an increase in costs due to increase in program services

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- 2.1- Community and Ancillary Services (Base): Recreation Aides, though a shortage in applicants, remain a key factor in positive school climate, especially in elementary schools. Often these aides live in the community of the school where they work, which helps with the understanding of the school community and their connections with students and families. Sports programs are also key to connections for students to the school. LBUSD finds this action as effective.
- 2.2- Community and Ancillary Services (Supplemental/ Concentration): In the same theme, student-led projects that address academic, behavioral, social-emotional, health, psychological, and other needs Vhelped sense of belonging, identity and agency. LBUSD finds this action as effective.
- 2.3- Parent Engagement / Outreach: As mentioned above, there was a slight shift in looking at more ways to have the site be at the center of bringing more parents to help engage other parents in their community- train parents to engage with their own community. This more localized approach is promising and LBUSD finds this action effective.
- 2.4- Restorative Justice: Students participate in conversations of conflict resolution to add to a more positive climate. Metric M2.1 (Social Emotional Learning) and M2.2 (Culture and Climate) are positively affected by Restorative Justice (Action 2.4). LBUSD finds RJ to be effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- The Actions of this goal have been moved to other goals for the 2024-25 LCAP, as follows:
- Action 2.1 (2024) is now Action 6.1 (2025)
 - Action 2.2 (2024) is now combined into Action 7.5 (2025)

-Action 2.3 (2024) is now Action 6.2 (2025)

-Action 2.4 (2024) is now Action 7.5 (2025)

Embracing its importance, LBUSD has established a discrete engagement goal in the 2024-25 LCAP. LBUSD will cultivate authentic and inclusive partnerships between families, schools, and the community, rooted in trust, respect, and recognizing parent and caregiver assets. This is a foundational commitment explicitly defined in Vision 2035 in the System Portrait: OPEN DISTRICT: FAMILY, COMMUNITY AND CITY COLLABORATION - LBUSD is committed to working in partnership with our families, our community, and our city government, and we develop the systems and structures needed to build trust, listen deeply, craft shared goals and collaborate to attain them.

With the new goal comes more attention and accountability for this commitment. The metrics for Goal 6- Engagement are based on the CORE survey, as was in the past. Metric 6.1 (M2.5 in 2023-24) will change to better reflect the LCFF Priority 3- efforts to seek parent input in making decisions. LBUSD is planning to change the wording of the question in the CORE survey to *“The school or LBUSD seeks my input and participation with planning and decision making.”* In addition, the responded from Parents will be included in Goal 6, while that survey responses from students will be in Goal 7. LBUSD feels that extracting parent survey results within the Engagement Goal is better aligned.

Restorative Justice has been connected to student sense of belonging, identity and agency, which is measured as part of Goal 7 in the 2024-25 LCAP. Specifically, M7.8-M7.12 are results of the student CORE survey.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
3	Students will make academic progress on the Common Core State Standards so that they can be prepared for both college and careers upon high school graduation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M3.1 Percentage of students who meet or exceed standards in English Language Arts. (Smarter Balanced Assessments)	Percentage of students who meet or exceed standards in English Language Arts. • 54% All Students • 47% Economically Disadvantaged • 40% African Americans • 48% Hispanics • 10% English Learners • 25% Students with Disabilities (2018-19)	2020-21 Results: Percentage of students who meet or exceed standards in English Language Arts. • 51% All Students • 40% Economically Disadvantaged • 34% African Americans • 44% Hispanics • 7% English Learners • 25% Students with Disabilities (CDE- Data Quest)	2021-22 Results: Percentage of students who meet or exceed standards in English Language Arts. • 48% All Students • 35% Economically Disadvantaged • 30% African Americans • 36% Hispanics • 12% English Learners • 16% Students with Disabilities (CDE- Data Quest)	2022-23 Results: Percentage of students who meet or exceed standards in Mathematics. • 48% All Students • 39% Economically Disadvantaged • 33% African Americans • 42% Hispanics • 14% English Learners • 17% Students with Disabilities	Percentage of students who meet or exceed standards in English Language Arts. • 63% All Students • 62% Economically Disadvantaged • 55% African Americans • 63% Hispanics • 25% English Learners • 40% Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M3.2 Percentage of students who meet or exceed standards in Mathematics. (Smarter Balanced Assessments)	Percentage of students who meet or exceed standards in Mathematics. • 46% All Students • 39% Economically Disadvantaged • 28% African Americans • 40% Hispanics • 12% English Learners • 22% Students with Disabilities (2018-19)	2020-21 Results: Percentage of students who meet or exceed standards in Mathematics. • 34% All Students • 25% Economically Disadvantaged • 19% African Americans • 27% Hispanics • 7% English Learners • 13% Students with Disabilities (CDE- Data Quest)	2021-22 Results: Percentage of students who meet or exceed standards in Mathematics. • 33% All Students • 21% Economically Disadvantaged • 16% African Americans • 21% Hispanics • 10% English Learners • 11% Students with Disabilities	2022-23 Results: Percentage of students who meet or exceed standards in Mathematics. • 34% All Students • 26% Economically Disadvantaged • 18% African Americans • 28% Hispanics • 10% English Learners • 13% Students with Disabilities	Percentage of students who meet or exceed standards in Mathematics. • 55% All Students • 54% Economically Disadvantaged • 43% African Americans • 55% Hispanics • 27% English Learners • 37% Students with Disabilities
M3.3 Redesignation rate to a level above the state average. (DataQuest)	24% District 14% State (2019-20)	2.4% District 6.9% State (2020-21)	4.4% District (internally calculated) State has not released its data	5.8% District (internally calculated) State has not released its data	Increase the redesignation rate to a level above the state average.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M3.4 Percentage of English Learners making progress towards English language proficiency (i.e., progressed at least one level or maintained a level 4 result from the prior year on the English Language Proficiency Assessments for California) (California SchoolDashboard)	41% of English Learners making progress towards English language proficiency. (2018-19)	Due to the COVID-19 Pandemic, the CA School Dashboard did not report results for the 2020 or 2021 school year. Local Data is as follows: 2020-21- 24% of English Learners are making progress towards English language proficiency. (local definition of progress is denoted as: -students who had test scores -either moved up one achievement level (or more); or -scored a 4 in previous years and remained as a 4.	42% of English Learners making progress towards English language proficiency. (2022)	46% of English Learners making progress towards English language proficiency. (2023)	50% of English Learners making progress towards English language proficiency.
M3.5 Students will have full access to a broad course of study (CA School Dashboard: Local Indicators)	Standard Met (2019-20)	Standard Met (2020-21)	Standard Met (2021-22)	Standard Met (2022-23)	Standard Met (2023-24)
M3.6 Percentage of students who meet or exceed standards in Science. (Smarter Balanced Assessments: CAST)	2020-21: Grade 5- 53% Grade 12- 41% (no test results for Grade 8)	2021-22: Grade 5- 30% Grade 8- 24% Grade 12- 22%	2022-23: (preliminary results- June 10, 2023) Grade 5- 30% Grade 8- 23% Grade 12- 25%	2022-23: (final results) Grade 5- 30.1% Grade 8- 23.0% Grade 12- 24.4%	Percentage of students who meet or exceed standards in Science: Grade 5: 62% Grade 8: 50% Grade 12: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M3.7 LBUSD will have full implementation (4 or 5) of state academic standards. (CA School Dashboard: Local Indicators)	Full Implementation (2020-21)	Full Implementation (2021-22)	Full Implementation (2022-23)	Full Implementation (2023-24)	Full Implementation

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 3.1- Instruction (Base): No substantive differences in planned actions and actual implementation. A renewed emphasis in quality core instruction was planned (Action 1.1) and this intensive professional development for all district teachers was implemented and will continue to be a key action in 2025.
- 3.2- Instruction-Related Services (Base): No substantive differences in planned actions and actual implementation. The re-energized “Understandings”, which were enhanced to support culturally responsive instruction, held a priority in the system with a renewed emphasis on quality core instruction, a major focus of professional development, which many of the personnel included in Action 3.2 contributed to this work.
- 3.3- Instruction-Related Services (Supplemental/Concentration): No substantive differences in planned actions and actual implementation. Professional development that focused on implicit bias, equity and inclusive instructional practices.
- 3.4- General Administration and Other Services (Base): No substantive differences in planned actions and actual implementation. LBUSD continues to have a high rate of employee retention which, in part, can be attributed to Action 3.4.
- 3.5- Literacy Support: No substantive differences in planned actions and actual implementation. Action 3.5 deployed research-based, consistent literacy interventions across sites (principally for those with high concentrations of unduplicated pupils) through deploying literacy teachers, ongoing training of literacy teachers, as well as the purchase of intervention materials.
- 3.6- Library Education Program: No substantive differences in planned actions and actual implementation. The maintenance, although LBUSD expected growth, in ELA/Literacy growth results, coupled with Action 3.5 may be partially attributed to teacher librarians and media assistants. ELA iReady results showed growth. The addition of books and library supplies in Action 3.5 tied with the embracing of culturally-relevant materials.
- 3.7- English Learner Support: No substantive differences in planned actions and actual implementation. With the implementation of ELlevation, EL progress monitoring was substantially improved at the classroom and school levels. The increase of English Learners making progress towards English language proficiency (M3.4) can partially be attributed to Action 3.7.
- 3.8- Mathematics Support: No substantive differences in planned actions and actual implementation. Intervention programs at the middle and high school levels have shown promise as evidenced by growth in iReady data. In addition, there was a slight increase in students scoring Met/Exceeded in SBAC Math (M3.2).
- 3.9- Early Learning Initiative: No substantive differences in planned actions and actual implementation. The expansion of TK programs, CDC and “Early TK” programs is essential to prepare students for elementary grade skills, especially unduplicated students.
- 3.10- School-based Student Support: No substantive differences in planned actions and actual implementation. Action 3.10 is an affirmation of LBUSD’s belief in “local control.” Each school site receives an allocation of LCFF funds. A challenge is ensuring that interventions are implemented with fidelity, have reliable data and evaluated for its effectiveness for what it was intended to do. For the 2023-24 SY, the call for enrichment opportunities was heard and, in 2023-24, funding was made available for elementary grade field experiences.
- 3.11- Learning Acceleration Programs: No substantive differences in planned actions and actual implementation. VEX Robotics at the middle school level has shown an increase in student and schools participating.
- 3.12- Tutoring Support: All LBUSD tutoring support that was originally budgeted for this action have been funded using one-time funds (not counting site controlled 3.10 funds). The overall activity of tutoring has been fully implemented.
- 3.13- Black Student Achievement Initiative (Base): Centering Black Student achievement is a key tenet of Vision 2035 and the implementation and reach of 3.13 was expanded, especially in anticipation for a new Center for Black Student Excellence- planning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 3.1- Instruction (Base): Increased costs were due to negotiated raises and reduced expenditures on materials were netted out against the negotiated raise.
- 3.2- Instruction-Related Services (Base) There was an increase in the expenses due to the negotiated compensation package
- 3.3- Instruction-Related Services (Supplemental/Concentration): There was no difference between the budget and expenditures.
- 3.4- General Administration and Other Services (Base): Increased costs were due to negotiated raises and also a large increase in Contributions to exceeding State and Federal Resources for Special Education
- 3.5- Literacy Support: Increased costs in this action were due to negotiated raise. Used ESSER funds to purchase materials.
- 3.6- Library Education Program: There was an increase in the expenses due to the negotiated compensation package. Vacancies were netted against negotiated raises to produce no significant difference between budget and expenses.
- 3.7- English Learner Support: There was an increase in the expenses due to the negotiated compensation package. In addition, vacancies were not filled to produce a lower than expected expenditure for this action.
- 3.8- Mathematics Support: Although there was an increase in expenses due to negotiated compensation packages, there was no significant difference between expenses and budget for this action.
- 3.9- Early Learning Initiative: There was an increase in the expenses due to the negotiated compensation package.
- 3.10- School-based Student Support: Although there was an increase in expenses due to negotiated compensation packages, there was no significant difference between expenses and budget for this action. Action 3.10 is an affirmation of LBUSD's belief in "local control." Each school site receives an allocation of LCFF funds and in some cases, personnel was approved by the school, which caused an increase due to compensation increases. Increases in salaries due to negotiated compensation packages were offset by the utilization of other funding sources.
- 3.11- Learning Acceleration Programs: There was an increase in the expenses due to the negotiated compensation package.
- 3.12- Tutoring Support: Other one-time funds were used for Tutoring, to which there were no LCFF expenditures for this Action. However, the services promised in the LCAP were fulfilled as written using an other funding stream.
- 3.13- Black Student Achievement Initiative (Base): Increased costs were due to the negotiated raise, increased in HBCU tours' transportation cost, and additional needed program materials/services. The District expects expenditures to grow as implementation of additional programs are implemented for 2024-2025.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3 speaks to instruction and student supports. The investment is almost 75% of total funding through LCFF. The significance of making major investments in instruction and student supports should not be lost. This goal provides Teachers (3.1), Coaches/TOSAs (3.2), Classroom Aides (3.3), school support staff (3.4), Literacy and Math interventions (Actions 3.5 and 3.8), Librarians (3.6), English Learner support (3.7), TK programs (3.9), Electives (3.11), Tutoring (3.12). It also provides for interventions for two of our underperforming student groups- Black students (3.13) and English Learners (3.7). Through these investments, we are hopeful for a reversal in student achievement data, which has not been trending positively.

The negative effects of the pandemic continue to be a challenge, but we have continued to ensure a strong foundation for our students. Goal three (3) has many components where we continue to invest in basic needs to reach our unduplicated students. Action 3.1 (instruction) is meant to support M3.1 and M3.2. Many of our teachers continue to be challenged to expand their repertoire with more social-emotional supports for their students. By providing Teachers on Special Assignment (TOSAs), trainers, and coaches, we have been able to direct support to the teachers. Action 3.2 focused more on instruction related support which is directly connected to M3.1 and M3.2. By providing dedicated support for our unduplicated students through action 3.3, it has increased targeted interventions for our unduplicated students. Additionally, the classroom aides provided immediate support to students to help us reach M3.1 and M3.2 goals.

Literacy and Mathematics support: Actions 3.1, 3.2, and 3.3 have provided basic support needs for teachers and librarians, teachers on special assignment to provide culturally responsive anti-racism teaching and other direct support to teachers. Actions 3.5 and 3.6 continued to contribute to the support M3.1 goal. By providing additional intervention materials and literacy teachers to schools with higher concentrations of unduplicated pupils, the layered approach supported students who might have fallen behind 2 or more grade levels in literacy.

For our English language learners, through Action 3.3 and 3.7, instruction, instructional aides, teachers, and the expertise of staff in the LBUSD Multilingual Office are able to support students' need to meet M3.3 and M3.4. English Learners (EL) have varied needs and it is critical to have expectations and supports aligned with the student's parent and/or guardian. The Multilingual Office has enhanced the engagement with parents to be in alignment with the student's goal. The Multilingual Office is critical in leading the efforts to ensure that EL students receive the learning supports, including ELD- integrated and designated, in the classrooms. In addition, ELlevation has created a system to monitor all EL students, as we strive to ensure redesignation when a student is eligible. Newcomer support has been augmented with a pilot program at four middle schools, which brings additional help to newcomer students (direct instruction) and staff (coaching). The EL support will transpire in M3.3 and M3.4 goals.

Aside from intervention support, by focusing on Early Learning Initiative (Action 3.9), it is critical for the District to focus on having a clear alignment on instruction for all students beginning at the earliest level. A solid foundation is important for immediate and long-term academic success to meet M3.1, 3.2, 3.3, and 3.4 goals.

Overall, the actions in Goal 3 were effective, albeit we did not see massive gains in standardized test results. However, with the newer formative assessments in place, we have baseline data to compare and classrooms have immediate data to use to adjust instruction and/or pull small groups of learners who may be struggling with a particular concept. The challenge of learning loss from the pandemic continues to unfold, including the social-emotional toll upon students of all ages. That said, the resources used in the LCAP to provide for quality core instructional practices in all classrooms, as well as interventions, mostly in Goal 3, is providing cause for optimism.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The focus of the 2024-25 LCAP makes connections and alignment to the Strategic Goal/Vision 2035 and Excellence and Equity Policy, which both gives a roadmap to what LBUSD aspires to be as a system that supports the adult staff to support all students to become *graduates that are future-ready. They are trustworthy, ethical and resilient, and are able to learn, collaborate and adapt to changing circumstances. They act confidently in the service of justice.*

In fact, the 2024-25 LCAP has made a commitment to all students and, importantly, to those students that have been historically marginalized and underserved by LBUSD. Yes, we are facing the “brutal facts” of the lack of achievement for certain students. It's intentional that the first 5 Goals of the 2024-25 LCAP focus on High Quality Learning, as follows:

- Goal 1: High Quality for All Students
- Goal 2: High Quality for Black Student excellence
- Goal 3: High Quality for English Learners and Long Term English Learners
- Goal 4: High Quality for Students with Disabilities
- Goal 5: High Quality for Foster and Homeless Youth

This is a change from the 2023-24 LCAP which has a large goal for learning, but perhaps did not go deep enough for the under-achieving student groups. Building specific goals for student groups shines an equity flashlight to ensure accountability and focus— using a targeted universalism- we raise the lowest and ultimately raise all!

Here is a summary of the planned changes from current to the 2025 LCAP:

- 3.1- Instruction (Base) → 1.2
- 3.3 Instruction-Related Services (Supplemental/Concentration) →1.3
- 3.5 Literacy Support: → 1.6
- 3.7 English Learner Support: → 3.1
- 3.9 Early Learning Initiative→ 7.3
- 3.11 Learning Acceleration Programs→1.7
- 3.13 Black Student Achievement Initiative (Base)→ 2.1

- 3.2 Instruction-Related Services (Base) → 1.3
- 3.4 General Administration and Other Services (Base) → 7.1
- 3.6 Library Education Program → 1.5
- 3.8 Mathematics Support: → Combined with Instruction (base)
- 3.10 School-based Student Support → 7.2
- 3.12 Tutoring Support:→ Tutoring was moved out of the LCAP to one time funds

The metrics have changed in Goals 2 (High Quality Learning for Black Student Excellence), 3 (High Quality Learning for EL and LTEL Students), 4 (High Quality Learning for Students with Disabilities), and 5 (High Quality Learning for Foster/Homeless Students) to focus on the CA School Dashboard where each of the subgroups have shown a lack of expected performance.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
4	Students will demonstrate readiness for college and careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M4.1 Percentage of 8th grade students who demonstrate high school readiness based on multiple measures. (District Data)	56% of 8th grade students demonstrate high school readiness based on multiple measures. (2018-19)	51% of 8th grade students demonstrate high school readiness based on multiple measures. (2020-21)	42% of 8th grade students demonstrate high school readiness based on multiple measures. (2021-22)	33% of 8th grade students demonstrate high school readiness based on multiple measures. (2022-23)	65% of 8th grade students demonstrate high school readiness based on multiple measures.
M4.2 Percentage of 11th graders who achieve “Ready for College” in the Early Assessment Program – English. (Smarter Balanced Assessments)	23% of 11th graders achieve “Ready for College” in the Early Assessment Program – English. (2018-19)	35.5% of 11th graders achieve “Ready for College” in the Early Assessment Program – English. (2020-21)	21% of 11th graders achieve “Ready for College” in the Early Assessment Program – English. (2021-22)	30% of 11th graders achieve “Ready for College” in the Early Assessment Program – English. (2022-23)	29% of 11th graders achieve “Ready for College” in the Early Assessment Program – English.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M4.3 Percentage of 11th graders who achieve “Ready for College” in the Early Assessment Program – Mathematics. (Smarter Balanced Assessments)	10% of 11th graders achieve “Ready for College” in the Early Assessment Program – Mathematics. (2018-19)	22% of 11th graders achieve “Ready for College” in the Early Assessment Program – Mathematics. (2020-21)	8.8% of 11th graders achieve “Ready for College” in the Early Assessment Program – Mathematics. (2021-22)	22% of 11th graders achieve “Ready for College” in the Early Assessment Program – Mathematics. (2022-23)	16% of 11th graders achieve “Ready for College” in the Early Assessment Program – Mathematics.
M4.4 Percentage of 12th grade students who demonstrate college and career readiness based on multiple measures. (California School Dashboard)	40% of 12th grade students demonstrate college and career readiness based on multiple measures. (Class of 2019)	45% of 12th grade students demonstrate college and career readiness based on multiple measures. (Class of 2021)	College and Career data was not reported by California for 2022.	44% of 12th grade students demonstrate college and career readiness based on multiple measures. (Class of 2023)	49% of 12th grade students demonstrate college and career readiness based on multiple measures.
M4.5 Percentage of high school graduates who complete the a-g requirements. (DataQuest)	60% of high school graduates complete the a-g requirements. (2018-19)	59% of high school graduates completed the a-g requirements. (2020-21)	60% of high school graduates completed the a-g requirements. (2021-22)	57% of high school graduates completed the a-g requirements. (2022-23)	66% of high school graduates complete the a-g requirements.
M4.6 Percentage of high school graduates who complete a Career Technical Education (CTE) pathway. (College/Career Indicator)	14.5% of high school graduates complete a Career Technical Education (CTE) pathway. (2019-20)	24.7% of high school graduates complete a Career Technical Education (CTE) pathway. (2020-21)	23.2% of high school graduates complete a Career Technical Education (CTE) pathway. (2021-22)	32.1% of high school graduates complete a Career Technical Education (CTE) pathway. (2022-23)	24% of high school graduates complete a Career Technical Education (CTE) pathway.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M4.7 Percentage of high school graduates who complete the A-G Requirements and a Career Technical Education (CTE) pathway. (Local data)	11% of high school graduates complete the A-G Requirements and a Career Technical Education (CTE) pathway (2018-19)	15% of high school graduates complete the A-G Requirements and a Career Technical Education (CTE) pathway (2020-21)	14% of high school graduates complete the A-G Requirements and a Career Technical Education (CTE) pathway (2021-22)	19% of high school graduates complete the A-G Requirements and a Career Technical Education (CTE) pathway (2022-23)	17% of high school graduates complete the A-G Requirements and a Career Technical Education (CTE) pathway
M4.8 Percentage of high school graduates who enroll in a two- or four-year college. (National Student Clearinghouse)	69% of high school graduates enroll in a two- or four-year college. (2019-20)	67% of high school graduates enroll in a two- or four-year college. (2020-21)	71% of high school graduates enroll in a two- or four-year college. (2021-22)	72.4% of graduates enrolled in a two or four-year college (Class of 2023)	72% of high school graduates enroll in a two- or four-year college.
M4.9 Percentage of 11th and 12th grade students who enroll in at least one Advanced Placement course. (College Board)	58% of 11th and 12th grade students enroll in at least one Advanced Placement course. (2020-21)	56% of 11th and 12th grade students enroll in at least one Advanced Placement course. (2021-22)	59% of 11th and 12th grade students enroll in at least one Advanced Placement course. (2022-23)	57.6% of 11th and 12th grade students are enrolled in at least one AP course. (2023-24)	57% of 11th and 12th grade students enroll in at least one Advanced Placement course.
M4.10 Passing rate of 11th and 12th grade Advanced Placement exams. (College Board)	46% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher. (2019-20)	33% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher. (2020-21)	40% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher. (2021-22)	40% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher. (2022-23)	52% of 11th and 12th grade Advanced Placement exams achieve passing scores of 3 or higher.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

4.1- Counseling Support: No substantive differences in planned actions and actual implementation. LBUSD added staff to help address social-emotional and mental health concerns reflective of the effects of the pandemic on the community. The mental health support providers at schools have increased dramatically since 2020, including Counselor, Psychologist, and School Social Workers. These professionals provide support to students in our efforts to attend to the “whole child.”

4.2- College and Career Readiness: No substantive differences in planned actions and actual implementation. 4th and 5th grade students took a college readiness trip to Long Beach City College (LBCC- 4th grade) and Cal. State, Long Beach (CSULB- 5th grade). LBUSD appreciates the partnership of LBCC and CSULB. Plans are already in place to continue the trips in 2024-25 school year.

4.3- Advanced Placement Support: No substantive differences in planned actions and actual implementation. LBUSD maintained the percentage of 11th and 12th grade students who enrolled and passed at least one AP course, which shows promise for students afforded by Action 4.3. LBUSD also continued to surpass the goal for AP enrollment.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1- Counseling Support: There was an increase in the expenses due to the negotiated compensation package.

4.2- College and Career Readiness: No substantive differences in planned actions and actual implementation because the negotiated compensation package was offset by vacancies that were not filled.

4.3- Advanced Placement Support: There was no difference between expenses and budget in this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Additional counseling support (Action 4.1) is crucial for guidance of students to enroll in classes that assist them in completing a-g requirements (Metric M4.5 & M4.7) and work with students to explore their interests in career pathways (M4.6 & M4.7). In addition, college counseling and advisement leads to applications and enrollment (M4.8). In addition, counseling support has been one of the priorities from the educational partners. LBUSD finds this action to be effective.

Action 4.2 has brought a partnership with the University of Southern California to place near-peer college advisors at our high schools. College advisors have focused on supporting first-generation, low-income, and underrepresented students and engage them with mentorship, information and planning for applications for colleges. This has made a difference in the support of underrepresented students to access college. We plan to continue this effective program to ensure there is opportunity and access to college.

Resources to provide additional support for Advanced Placement (AP) courses and exams provide teachers to increase the number of AP classes and pay for nearly the entire cost of AP exam fees. This action is listed as 4.3 and directly relates to the percentage of juniors and seniors enrolling in AP courses and the passing rate of AP exams (Metrics 4.9 and 4.10). In looking at the data, LBUSD continues to be a leader in AP enrollment and AP success, thus proving an effective program.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Overall, the COVID pandemic had tremendous trauma and learning loss for LBUSD students and is still a significant factor in planning for 2024-25. Goal 4 provides important resources for students and their well-being have proven invaluable in serving unduplicated students.

4.1- Counseling Support → Action 1.4 in the new LCAP.

Action 1.7 (Learning Acceleration Supports) in the 2024-25 replicates and adds to Action 4.2- College and Career Readiness and Action 4.3- Advanced Placement. The addition of programs, such as Agile Mind, APEX, in addition to AP Exams, makes for the college/career readiness action more robust.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
5	Students will be actively engaged in their learning so that they can meet the Common Core State Standards and prepare for college and careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M5.1 Attendance Rate (CALPADS)	Elem / Middle / K-8 95.4% High School 94.1% (2019-20)	Elem / Middle / K-8 95.2% High School 94.9% (2020-21)	Elem / Middle / K-8 90.4% High School 91.0% (2021-22)	Elem / Middle / K-8 91.4% High School 90.0% (2022-23)	Elem / Middle / K-8 97.0% High School 96.5%
M5.2 Graduation Rate (DataQuest)	90% Graduation Rate (2019-20)	84.4% Graduation Rate (2020-21)	85.2% Graduation Rate (2021-22)	83.0% Graduation Rate (2022-23)	90% Graduation Rate
M5.3 Chronic Absenteeism Rate (California School Dashboard)	12.5% District 10.1% State (2019-20)	15.7% District 14.3% State (2020-21)	37.2% District 30.8% State (2021-22)	31.3% District 25.4% State (2022-23)	Decrease the chronic absenteeism rate to a level below the state average.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M5.4 Suspension Rate (DataQuest)	3.5% District 3.4% State (2019-20)	0.1% District 0.2% State (2020-21)	3.7% District 3.4% State (2021-22)	4.0% District 3.8% State (2022-23)	Decrease the suspension rate to a level below the state average.
M5.5 Expulsion Rate (DataQuest)	0.02% District 0.06% State (2019-20)	0% District 0.003% State (2020-21)	0% District 0.1% State (2021-22)	0.04% District 0.08% State (2022-23)	Decrease the expulsion rate to a level below the state average.
M5.6 Middle School Dropout Rate (DataQuest)	0.1% District N/A State (2019-20)	This is an internal calculation. The state no longer calculates Middle School Dropout Rate. 0.624% District	This is an internal calculation. The state no longer calculates Middle School Dropout Rate. 0.007% District	This is an internal calculation. The state no longer calculates Middle School Dropout Rate. 0% District	Decrease the middle school dropout rate to a level below the state average.
M5.7 High School Dropout Rate (DataQuest)	7.1% District 7.0% State (2019-20)	10.2% District 6.3% State (2020-21)	10.3% District 5.6% State (2021-22)	14% District 6.5% State (2022-23)	Decrease the high school dropout rate to a level below the state average.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 5.1- Pupil Services (Base): No substantive differences in planned actions and actual implementation. There was an increase in the expenses due to the negotiated compensation package. The mental health support providers at schools have increased dramatically since 2020, including Counselor, Psychologist, and School Social Workers. These professionals provide support to students in our efforts to attend to the “whole child.”
- 5.2- Pupil Services (Supplemental/Concentration): LBUSD faced a challenge in hiring for several vacancies, including nurses and psychologists, LBUSD utilized nursing contracts to support student needs.
- 5.3- Wellness Centers: LBUSD has received very positive feedback regarding the wellness centers. The data from the Centers unequivocally show the need for this type of intensive student support. We expanded the Wellness Centers into middle schools in 2022-23.
- 5.4- Male and Female Leadership Academies: The Male and Female Academy programs are functioning well giving voice/agency and a greater sense of belonging to students.
- 5.5- Foster Youth Services: No substantive differences in planned actions and actual implementation. Continuing improvement with a more developed relationship with Long Beach and County agencies was a positive result of Action 5.5.
- 5.6- Linked Learning Initiative: No substantive differences in planned actions and actual implementation. Linked Learning at the high school level has assisted many Pathways to gain silver and gold certifications, which indicates that the program is recognized for their commitment to excellence and equity in education.
- 5.7- Elementary Music Program: No substantive differences in planned actions and actual implementation. LBUSD has successfully eliminated the wait list for elementary students to partake in instrumental music in 2023-24 due to the utilization of other resources (which will not eliminate this budgeted item).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- 5.1- Pupil Services (Base): There was an increase in the expenses due to the negotiated compensation package. However the expenditure vs. budget figures for this action did not show a substantial difference because of unfilled vacant positions and a reduction in transportation costs.
- 5.2- Pupil Services (Supplemental/Concentration): There was an increase in the expenses due to the negotiated compensation package.
- 5.3- High School Wellness Centers: LBUSD moved part of this item’s budget to Assistance to Teachers (Action 1.1) to cover the cost of leadership development/ trainings and one position to bring this item slightly under budget.
- 5.4- Male and Female Leadership Academies: There were no significant differences in budget and estimated expenditures.
- 5.5- Foster Youth Services: There were no significant differences in budget and estimated expenditures.
- 5.6- Linked Learning Initiative: There were no significant differences in budget and estimated expenditure as there was an offset between compensation and unfilled vacancies.
- 5.7- Elementary Music Program: There were no significant differences in budget and estimated expenditure as there was an offset between compensation and unfilled vacancies.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Although the COVID pandemic has seemed to pass, LBUSD has continues to see the tremendous trauma and learning loss as a result of its wake. Site allocation of nurses, health assistants, and psychologists (Action 5.2) supported students, These important resources for students and their well-being have proven invaluable in serving unduplicated students and to bring a caring environment to the school, improving sense of belonging, identity and agency.

High School Wellness Centers (Action 5.3) were introduced at all high schools to provide an extra layer of support for students. The expansion of the wellness centers to the middle schools has also proven to be successful. These ‘safe spaces’ helped students find support for themselves as they navigated a difficult transition back to school. It also provided referrals to other supportive agencies as well as a “brain break” for overwhelmed students. Data surrounding the Wellness Centers show the need to invest in this support and other supports for improved mental health of students.

These two actions, in particular, have made a significant impact on Attendance Rate (Metric M5.1), Chronic Absenteeism Rate (M5.3), Suspension Rate (M5.4), Expulsion Rate (M5.5) and Dropout Rate (M5.7). It is of note that the results did not show the improvement that was expected, except lowering the chronic absentee rate; however, we feel that the additional actions, as described above, prevented a greater number of students who may have had more difficulty in the adjustment process if LBUSD did not provide this support.

LBUSD finds the contributing Actions of Goal 5 to be effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the 2024-25 LCAP, the following changes are to be noted:

5.1- Pupil Services (Base)→ Action 1.1 in 2024-25

5.2- Pupil Services (Supplemental/Concentration) has been split into two contributing actions in 2024-25: Action 4.2 Pupil Services: Health Services and Action 4.3: Pupil Services: Instructional Aides. This is an attempt to clarify the roles that are being implemented, especially for students with disabilities, which will help LBUSD understand the impact to students with disabilities- one of our least successful subgroups of students.

5.3- High School Wellness Centers → Action 1.9 in 2024-25

5.4- Male and Female Leadership Academies→ Action 7.7 in 2024-25

5.5- Foster Youth Services→ Action 5.1 in 2024-25. LBUSD has a goal dedicated to Foster and Homeless Youth in the new LCAP in order to shine an equity spotlight on this subgroup, which often are not succeeding in academics.

5.6- Linked Learning Initiative→ Action 1.8 in 2024-25

5.7- Elementary Music Program→ Action 7.4 in 2024-25

The goals in Goal 5 will be moved to Goal 7 in the new LCAP.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023